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ABSTRACT

This report from the Herndon Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 25 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) test scores demonstrated the capability of students at this school to perform at and above grade-level expectations and national achievement norms; (2) continued attention to achievement indicators will allow the school to sustain and improve these levels; and (3) the present leadership, staff and planning will allow the school to continue to make progress toward student achievement goals. Descriptive statistics and test scores are presented in 16 tables. (VM)

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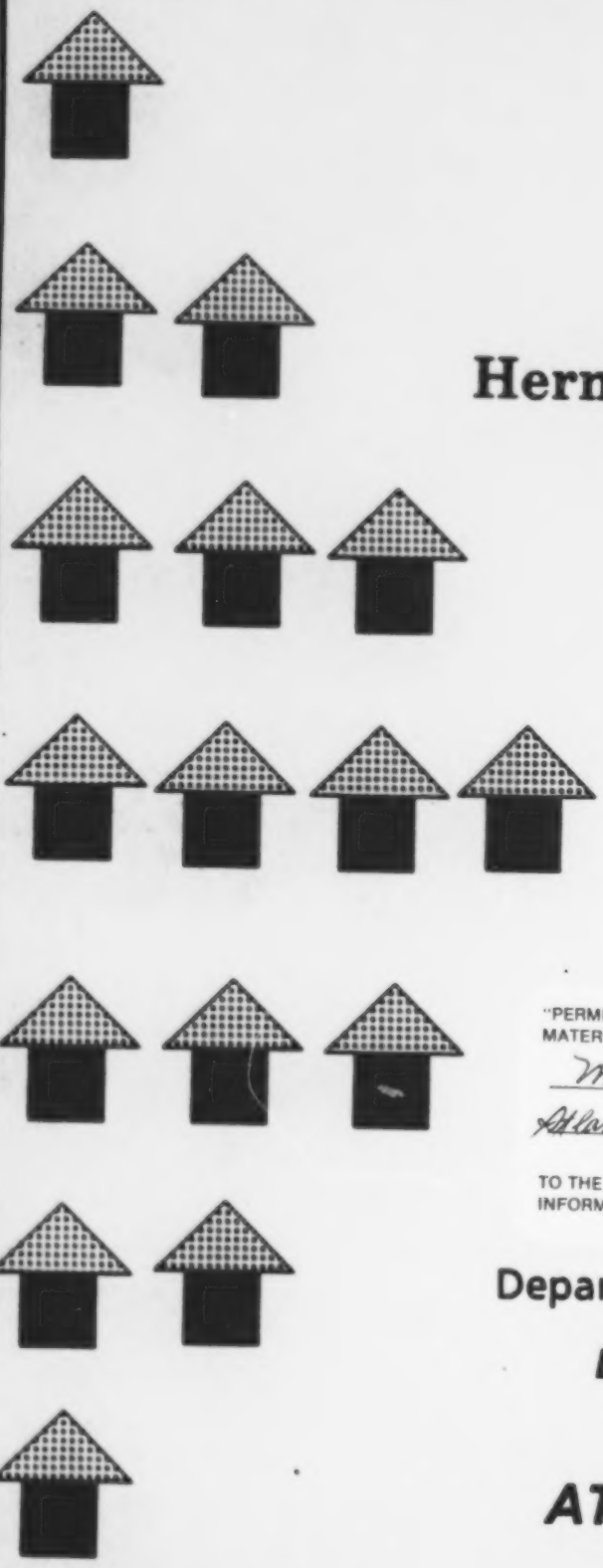

Herndon Elementary School
School Report
1986-87

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ATLANTA PUBLIC SCHOOLS

UD 025 851

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HERNDON ELEMENTARY SCHOOL
1986-87 SCHOOL REPORT
(Emma Popwell, Research Assistant)

The School Report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms — a narrative anaylsis followed by accompanying data sheets.

FINDINGS

General Descriptive Characteristics

1. General school factors remained fairly stable at Herndon School even though there was a change in school principal which occurred in November 1986.

   -- A five-year trend of decreased student enrollment was reversed and the school gained new students each year since 1985-86. In 1987, 51 students were new to the system.

   -- There was increased movement of students to and from the school during the year, as the mobility index increased from .29 to .32.

   -- Attendance of students was maintained at 91.5 percent and the level of staff attendance was maintained at 93.5 percent.

   -- The school continued to provide comprehensive Programs for Exceptional Children and Chapter I Compensatory Education, which accounted for the large percentage of load-exempt teachers. A Writing-To-Read lab provided language arts support services to kindergarten and first grade students.

   -- In the past, more than one-half of the kindergarten class consisted of students with no formal preschool experience. The percentage of students who entered kindergarten with no formal preschool experience increased from 43 percent in 1986 to 61 percent in 1987.

   -- The majority of the first grade students attended kindergarten. However, eight students entered first grade in 1986-87 with no kindergarten experience.

Basal Progress

2. The kindergarten basal reading readiness progress was reported for 65 students, and included the fall screening of the Ready Steps Language Survey and the percentage of students who completed and mastered Getting Ready To Read under the Pupil Progression Policy.

3. Thirty-nine percent of the kindergarten class had preschool experience prior to entering school. For the initial screening of the ten Ready Steps skills, the percentage of mastery ranged from 32 to 95 percent for the school, and from 48 to 96 percent for system kindergarten students.

4. Herndon's entering kindergarten students had stronger skills for following oral directions, naming pictured objects, and matching lower and upper-case letters. School and system students were less successful for using pictures to place events in proper sequence, and using pictures to dictate meaningful information.

5. Under the Pupil Progression Policy for kindergarten students in 1986-87, 63 percent of the students (41 of 65) successfully completed and mastered the reading readiness basal, Getting Ready To Read. Four students completed but did not master the readiness basal, four students began but did not complete readiness and 16 students (25 percent) ended the year in prereadiness.

6. The pacing status report summarized data for 293 students in grades 1 through 5. The indices of progress in the Houghton-Mifflin basal series were the Tests of Basic Reading Skills for reading and the unit test for mathematics. Basal progress was reported in terms of the average amount of basal material completed and the percentage of students completing the expected number of reading magazines and mathematics chapters during the year.

7. Students completed on the average the greater portion of the reading and mathematics basal materials, but fewer students completed the expected number of reading magazines and mathematics chapters during the year. For reading, grades 2, 4, and 5 had 50 percent or more students who completed the expected number of reading magazines for the grade level. For mathematics, grade 2 had 50 percent or more students who completed the 13 mathematics chapters. First grade progressed very close to grade-level expectation as 48 percent of the students completed the 13 mathemtics chapters.

8. The basal progress by grade level was as follows:

   -- Grade 1 students completed on the average five of the nine magazines in the reading basal, but only 18 students (18 percent) completed the designated nine reading magazines. More progress was recorded for mathematics in which the average number of chapters completed was 11 of the 13, and 40 percent of the students completed the designated 13 mathematics chapters during the year.

   -- Grade 2 had more students meeting expectation for reading than for mathematics. Students completed on the average almost 6 reading magazines, and 70 percent of the students completed the designated six magazines. For mathematics, the average number of chapters completed was 12 of the 13, and 68 percent completed the designated 13 mathematics chapters during the year.

   -- Grade 3 students completed on the average four of the six reading magazines, and 27 percent of the students completed the designated six magazines. For mathematics, the average number of chapters completed was 11 of the 13, and 38 percent of the students completed the designated 13 mathematics chapters during the year.

   -- Grade 4 had more students meeting expectation for reading than for mathematics. Students completed on the average almost four reading magazines, and 60 percent of the students completed the designated four reading magazines. Students completed 9 of the 13 mathematics chapters and 11 percent of the students completed the designated 13 mathematics chapters.

— Grade 5 students reported more progress for reading than mathematics. Some students completed less than the four reading magazines, but 90 percent of the students completed four or more reading magazines. For mathematics, students completed on the average 11 of the 13 chapters, and 6 percent completed the 13 mathematics chapters during the year.

California Achievement Tests (CAT) and Iowa Tests of Basic Skills (ITBS)

9. Kindergarten students were administered the 1985 edition of the California Achievement Tests (CAT). In 1986, students had rather parallel performance for reading and mathematics as reflected in the median percentile score of 69 for reading and 70 for mathematics. The 1986 baseline data showed that 74 percent of the students scored above the national norm for reading and 80 percent for mathematics. In 1987, the performance of kindergarten students remained above the national norm but decreased to 52 percent scoring above the national norm for reading and 75 percent for mathematics.

10. Results from the Iowa Tests of Basic Skills (ITBS) provided the baseline data for student achievement in 1985-86. In keeping with the systemwide achievement goal, each school is projected to have 50 percent or more students scoring at the national norm level by 1989.

11. The 1986 comparison with other elementary schools with grades 1 through 5 showed that Herndon had 31 percent of the students at or above the national norm for reading and 54 percent for mathematics. For system students, 46 percent scored at or above national norm for reading and 58 percent for mathematics. In 1987, student performance at Herndon decreased to 23 percent scoring above the national norm for reading and 40 percent for mathematics.

12. A comparison of the 1986 and 1987 ITBS scores indicated that the greatest reduction in class size occurred at second grade in 1987, as the retention rate for first graders in 1986 was 38 percent. The performance for the 1987 first grade class was very low (reading, 15 percent; mathematics, 29 percent).

13. As students moved to the next grade level, the 1987 performance increased at grade 2, but group performance was not maintained at the other grade levels. Across grade level comparisons between 1986 and 1987 showed some performance gains but there was an overall loss in total student achievement for reading and mathematics.

14. In accordance with the 1987 student achievement policy, Herndon School did not attain the expected level of student performance on designated tests.

15. The Georgia Department of Education mandated norm-referenced testing in grades 2 and 4 and included the social studies and science content areas. Students at grades 2 and 4 systemwide had median percentile scores at or above the national norm for social studies and science. Grade 2 students at the school achieved median percentile scores of 63 for social studies and 43 for science. Grade 4 students earned a median percentile score of 28 for social studies and 32 for science.

Project and Non-Project Results — Matched

16. Instructional support services were provided by Chapter I Compensatory Education for reading and mathematics. ITBS scores for 62 students in grades 1 through 5 who had Chapter I for two years at the school showed an average NCE score of 35

reading, as compared with a NCE score of 43 for system students. For mathematics, students in grades 1 through 5 at the school had a NCE score of 41, as compared with a NCE score of 51 for system students.

Georgia Criterion-Referenced Tests (GCRT)

17. The school administered the Georgia Criterion-Referenced Tests (GCRT) at grades 1 and 3. The reading objectives were clustered into skill areas of concepts, literal comprehension, inferential comprehension, and problem solving. The mathematics skill areas were concept identification, component operations, and problem solving.

18. Over the two-year period, first grade students at the school, system and state had lowest GCRT reading performance for the comprehension objectives for main ideas (nos. 4 and 9). Lowest mathematics performance occurred for mathematics symbols (no. 7).

19. The percentage of mastery for first grade GCRT objectives ranged from 29 percent to 68 percent for reading, and from 53 percent to 90 percent for mathematics. Consequently, the mean scale scores decreased from 202 to 194 for reading, and decreased from 207 to 202 for mathematics. The mean scale scores for the school were considerably below the system and state averages for reading and mathematics.

20. Effective the 1985-86 school year, the third grade GCRT was a state promotional test for students covered under the policy. The 1986 report of first-time examinees for Herndon showed that 98 percent of the third grade students passed reading and 95 percent passed mathematics. In 1987, 88 percent passed reading and 86 percent passed mathematics at the first examination.

Progression Policy Results

21. The 1986 progression minimum skills end-of-year report summarized the percentage of students mastering the reading and mathematics skills in grades kindergarten through 5.

22. While the percentage of students mastering each skill was below the system average for most of the skills, the average number of skills mastered was virtually the same for school and system students.

23. The progression status report for 1986-87 summarized the number and percentage of students who were promoted, administratively placed, and retained in grades kindergarten through 5.

24. Systemwide, the rate of promotion was highest at grade 5, followed by grades 4, K, 2, 3 and 1. At the school the highest rate of promotion was at grade 4, followed by grades 5, 3, 2, K, and 1. Consequently, the percentage of students retained were highest at grade 1 for the school and system.

25. For 359 students under the Pupil Progression Policy, 75 percent were promoted, 6 percent were administratively placed, and 19 percent were retained.

CONCLUSIONS

Past achievement trends at Herndon demonstrated the capability of students to perform at and above grade-level expectations and the national achievement norms. Continued attention directed to individual students and group performance on the various achievement indicators will allow the school to sustain and make incremental improvements toward the achievement goal.

RECOMMENDATIONS

Under the leadership of the principal, the curriculum implementation by the faculty, the assistance of support staffs, and with the support of parents it is anticipated that Herndon will provide the kind of instructional program which will yield student achievement outcomes. The school's objectives plan will provide the direction and methodology for the implementation of the instructional program during 1987-88.

Division of Curriculum and Research Services
Research and Evaluation
September 25, 1987

1986-87
DATA DESCRIPTION SHEET
FOR ELEMENTARY SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Kindergarten Ready Steps Screening Results

All students are screened upon entry into kindergarten using the Ready Steps Language Survey. This instrument is an individually administered series of tasks designed to diagnose student proficiency in ten essential reading readiness skill areas. Mastery of these same ten skills also represents partial fulfillment of the kindergarten pupil progression requirements in reading.

Kindergarten Basal Readiness Progress

A goal of the kindergarten program is that students will complete and successfully master the readiness level of the Houghton Mifflin Series, Getting Ready to Read. The data reported reveal the progress of students by the end of the school year.

Summary Report of Basal Progress (Reading and Mathematics)

The data in the basal progress reports are based on the number of basal reading magazines and mathematics chapters reported as completed during the year. The expected number of magazines/chapters per grade are based on the publisher's recommendation for the amount of material to be covered on grade level in one year.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

California Achievement Tests (CAT) - Unmatched

The CAT was a requirement of the state testing program for all kindergarten students.

Iowa Tests of Basic Skills (ITBS) - Unmatched and Matched

The complete battery of the ITBS is administered to grades 1 through 7. In addition, the science and social studies tests are administered to grades 2, 4, and 7 as a requirement of the state testing program.

Project and Non-Project Results - Matched

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives for grades 1, 3, and 6. Results are reported in terms of student mastery or students needing additional instruction, mean scale scores, and the percentage of students passing (third grade only). Third graders statewide were required to achieve a scale score of 182 in reading and 184 in mathematics in order to be eligible for promotion.

Progression Policy Results

The progression policy for grades K-7 determines promotion or non-promotion. The mastery of specified minimum skills in reading and mathematics and the completion of a specified level of the basal reader are required for promotion. In addition, third graders were required to pass the GCRT.

09/02/87

HERNDON ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-5)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE 2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	407	402	391	422	452	30	7.1	45	11.1
ALL ELEM	36,561	36,287	36,471	37,967	37,940	-27	-0.0	1,379	3.8

STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	SCHOOL PER CENT	SYSTEM NUMBER	SYSTEM PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	17.0	47	1654.0	72
LOAD EXEMPT	18.9	53	640.2	28
TOTAL	35.9	100	2294.2	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	71	16	5542	15
COMPENSATORY MATH	73	16	4850	13
K-GARTEN - APS DAY CARE	18	27	877	15
K-GARTEN - NON-APS DAY CARE	8	12	2430	41
K-GARTEN - NO DAY CARE TO 6 MOS. DAY CARE	40	61	2652	45
FIRST GRADE - APS K-GARTEN	84	88	5801	89
FIRST GRADE - NON-APS K-GARTEN	4	4	627	10
FIRST GRADE - NO K-GARTEN	8	8	123	2
PUPIL-TEACHER RATIO	26.6		22.9	
NUMBER/PER CENT OF PUPILS NEW TO APS	51	11	3840	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	150	33	10469	28
MOBILITY INDEX:				
1984-85	.42		.29	
1985-86	.29		.30	
1986-87	.32		.30	
PER CENT PUPIL ATTENDANCE:				
1984-85		90.5		94.9
1985-86		91.5		95.1
1986-87		91.5		94.7
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		93.5		93.3
1985-86		93.1		94.0
1986-87		93.5		94.9

8/17/87

HERNDON ELEMENTARY SCHOOL

READY STEPS LANGUAGE SURVEY
KINDERGARTEN SCREENING RESULTS
FALL 1986

	PERCENT OF STUDENTS MASTERING EACH SKILL										AVERAGE NUMBER SKILLS MASTERED 1-10	N
	1	2	3	4	5	6	7	8	9	10		
SCHOOL	73	95	55	85	42	53	32	78	77	82	7	60
SYSTEM	86	96	64	88	59	67	48	84	78	88	8	5,856
DIFF	-13	-1	-9	-3	-17	-14	-16	-6	-1	-6	-1	

8/14/87

HERNDON ELEMENTARY SCHOOL

SUMMARY REPORT OF KINDERGARTEN BASAL PROGRESS
READING READINESS
1986-87

	PREREADINESS		GETTING READY TO READ ONLY						TOTAL N
			NOT COMPLETED		COMPLETED				
					NOT MASTERED		MASTERED		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	
SCHOOL	16	25	4	6	4	6	41	63	65
SYSTEM	560	10	496	8	346	6	4,475	76	5,877

7/08/87
HERNDON ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Reading
1986-87

Magazines

Grade		Number Per Grade	Average Number Completed	Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	9	5.3	59	18	95
	System	9	6.3	70	24	6469
02	School	6	5.9	98	70	44
	System	6	5.6	93	68	5635
03	School	6	4.4	73	27	55
	System	6	5.1	85	50	5233
04	School	4	3.8	95	60	47
	System	4	4.1	103	77	4974
05	School	4	4.2	105	90	52
	System	4	4.0	100	78	4508

7/08/87
HERNDON ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Mathematics
1986-87

Grade		Chapters: Number Per Grade	Chapters: Average Number Completed	Chapters: Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	13	10.5	81	48	95
	System	13	11.7	90	61	6894
02	School	13	11.9	92	68	44
	System	13	12.0	92	63	5770
03	School	13	10.5	81	38	55
	System	13	11.5	89	51	5265
04	School	13	9.4	72	11	47
	System	13	11.1	85	43	4974
05	School	13	11.2	86	8	52
	System	13	11.0	85	43	4514

Herndon Elementary School

August 20, 1987

CALIFORNIA ACHIEVEMENT TESTS - UNMATCHED
(KINDERGARTEN ONLY)

	Number Tested		National Norm	Percent Above National Norm				Composite Mean Scale Score	
				Reading		Mathematics			
	1986	1987		1986	1987	1986	1987	1986	1987
School	69	61	50	74	52	80	75	--	511
System	6,069	5,939	50	58	68	76	78	--	532

Iowa Tests Of Basic Skills - Unmatched

Reading

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Percent At/Above National Norm Diff
01		77	92	50	23	15	-8
02		53	46	50	47	35	-12
03		37	51	50	51	45	-6
04		44	45	50	16	16	0
05		31	52	50	16	10	-6
	School Total	242	286	50	31	23	-8
	Elem. 1-5 Schools	12,767	13,349	50	46	53	7
	Elem. 1-7 Schools	16,604	16,743	50	36	45	9

Mathematics

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Percent At/Above National Norm Diff
01		77	92	50	62	29	-33
02		51	46	50	57	63	6
03		37	51	50	78	49	-29
04		44	45	50	34	44	10
05		31	52	50	26	27	1
	School Total	240	286	50	54	40	-14
	Elem. 1-5 Schools	12,738	13,306	50	58	65	7
	Elem. 1-7 Schools	16,549	16,701	50	46	56	10

09/22/87

HERNDON ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS - MATCHED
PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
(ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING N	TOTAL READING 1986	TOTAL READING 1987	TOTAL READING DIFF	TOTAL MATH N	TOTAL MATH 1986	TOTAL MATH 1987	TOTAL MATH DIFF
02	PERCENT	50	34	29	35	6	34	74	71	-3
	MEAN GE	2.7		1.7	2.2	0.5		2.3	3.0	0.7
03	PERCENT	50	34	44	44	0	34	59	50	-9
	MEAN GE	3.7		2.4	3.7	1.3		3.0	3.8	0.8
04	PERCENT	50	31	55	13	-42	31	68	45	-23
	MEAN GE	4.7		3.9	3.8	-0.1		4.0	4.4	0.4
05	PERCENT	50	35	20	11	-9	35	37	31	-6
	MEAN GE	5.7		4.1	4.5	0.4		4.5	5.1	0.6
SCHOOL TOTAL										
	PERCENT	50	134	37	26	-11	134	59	49	-10
	MEAN GE			3.1	3.7	0.6		3.5	4.0	0.5
ELEM SCHOOL K - 5										
	PERCENT	50	15,470	44	49	5	15,391	57	60	3
	MEAN GE			3.1	4.2	1.1		3.4	4.4	1.0
ELEM SCHOOL K - 7										
	PERCENT	50	18,586	43	48	5	18,501	55	59	4
	MEAN GE			3.6	4.6	1.0		3.8	4.8	1.0

IOWA TESTS OF BASIC SKILLS
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

August 20, 1987

Herndon Elementary

SOCIAL STUDIES

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	68	78	63	2.7	3.5	4.2	3.2
04	64	50	61	62	28	4.7	5.3	5.3	3.6

SCIENCE

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	57	62	43	2.7	3.0	3.2	2.4
04	64	50	66	62	32	4.7	5.6	5.4	3.7

09/22/87

HERNDON ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
READING TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. READING	SCHOOL	1986	19	29	12	27	9	33	9	32	12	29					61	30
		1987		42		36		33		30		28						35
		GAIN		13		9				-2		-1						5
	TOTAL ELEM	1986	638	28	1307	33	1045	33	516	35	256	32	45	31	12	49	3819	32
		1987		50		44		41		42		39		39		48		43
		GAIN		22		11		8		7		7		8		-1		11
NO READING PROJECT	SCHOOL	1986	2	31	36	44	32	52	30	53	30	41					130	47
		1987		48		49		47		37		34						42
		GAIN		17		5		-5		-16		-7						-5
	TOTAL ELEM	1986	340	33	3645	54	3471	55	3641	47	3537	47	1890	43	1399	46	17923	49
		1987		50		58		51		51		48		47		50		51
		GAIN		17		4		-4		4		1		4		4		2

09/22/87

HERNDON ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
MATH TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. MATH	SCHOOL	1986	16	34	16	39	6	39	9	27	15	28						
		1987		51		51		43		29		28					62	33
		GAIN		17		12		4		2								41
																		8
	TOTAL ELEM	1986	632	27	1268	40	965	36	534	31	236	29	37	34	23	45	3695	34
		1987		59		59		43		43		36		43		45		51
		GAIN		32		19		7		12		7		9				17
NO MATH PROJECT	SCHOOL	1986	5	50	32	68	35	61	28	60	27	52						
		1987		62		59		49		51		43					127	60
		GAIN		12		-9		-12		-9		-9						51
																		-9
	TOTAL ELEM	1986	343	40	3622	64	3524	66	3591	50	3546	50	1898	46	1384	48	17908	55
		1987		60		70		53		55		50		48		53		56
		GAIN		20		6		-13		5				2		5		1

09/11/87
HERNDON ELEMENTARY SCHOOL

GEORGIA CRITERION REFERENCED TESTS (FIRST GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPTS FOR READING			LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	
SCHOOL	1986	77	74	57	60	42	69	74	66	69	52	58	202
	1987	91	66	38	60	30	64	68	67	68	29	49	194
SYSTEM	1987	6662	79	65	68	61	78	81	81	82	64	70	211
STATE	1987	94106	84	76	75	59	77	85	80	81	60	69	212
DIFF. SCHOOL	86-87		-8	-19	0	-12	-5	-6	1	-1	-23	-9	-8
DIFF. SCHOOL-SYSTEM (1987)			-13	-27	-8	-31	-14	-13	-14	-14	-35	-21	-17
DIFF. SCHOOL-STATE (1987)			-18	-38	-15	-29	-13	-17	-13	-13	-31	-20	-18

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION							COMPONENT OPERATIONS				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
SCHOOL	1986	77	91	84	78	69	69	99	56	74	83	74	75	68	90	60	81	207
	1987	91	80	79	57	77	76	90	53	59	86	73	71	78	85	66	64	202
SYSTEM	1987	6661	87	88	71	80	78	93	68	77	82	81	84	85	93	77	83	211
STATE	1987	94104	90	91	79	81	80	94	68	71	84	81	85	91	95	82	82	213
DIFF. SCHOOL	86-87		-11	-5	-21	8	7	-9	-3	-15	3	-1	-4	10	-5	6	-17	-5
DIFF. SCHOOL-SYSTEM (1987)			-7	-9	-14	-3	-2	-3	-15	-18	4	-8	-13	-7	-8	-11	-19	-9
DIFF. SCHOOL-STATE (1987)			-10	-12	-22	-4	-4	-4	-15	-12	2	-8	-14	-13	-10	-16	-18	-11

09/11/87
HERNDON ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (THIRD GRADE)
READING
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	LITERAL COMPREHENSION		INFERENTIAL COMPREHENSION			PROBLEM SOLVING			MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8		
SCHOOL	1986	40	38	5	45	33	23	28	10	40	208	98
	1987	50	38	10	42	50	8	28	28	4	200	88
SYSTEM	1987	4850	32	10	37	30	10	14	21	8	208	90
STATE	1987	77529	22	7	25	24	7	10	16	5	214	94
DIFF. SCHOOL	86-87		0	5	-3	17	-15	0	18	-36	-8	-10
DIFF. SCHOOL-SYSTEM (1987)			6	0	5	20	-2	14	7	-4	-8	-2
DIFF. SCHOOL-STATE (1987)			16	3	17	26	1	18	12	1	-14	-6

MATHEMATICS
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8	9	10	11	12		
SCHOOL	1986	40	48	18	25	8	18	58	35	18	35	13	18	35	208	95
	1987	50	20	36	58	44	58	58	50	14	22	28	10	30	199	86
SYSTEM	1987	4848	25	37	59	31	43	45	42	17	20	23	12	20	205	86
STATE	1987	77542	17	30	53	26	40	36	32	17	14	19	9	16	210	92
DIFF. SCHOOL	86-87		-28	18	33	36	40	0	15	-4	-13	15	-8	-5	-9	-9
DIFF. SCHOOL-SYSTEM (1987)			-5	-1	-1	13	15	13	8	-3	2	5	-2	10	-6	0
DIFF. SCHOOL-STATE (1987)			3	6	5	18	18	22	18	-3	8	9	1	14	-11	6

8/03/87

HERNDON ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87

READING

GRADE		PERCENT OF STUDENTS MASTERING EACH SKILL																	AVERAGE NUMBER SKILLS MASTERED	N
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
K	SCHOOL	89	94	85	91	79	80	71	88	88	89										9	66
	SYSTEM	97	99	93	98	92	92	89	96	95	98										9	5,992
	DIFF	-8	-5	-8	-7	-13	-12	-18	-8	-7	-9										0	
01	SCHOOL	89	73	73	75	70	72	72	67	72	76	72	76	77	100	93					12	92
	SYSTEM	92	85	84	89	82	84	83	81	82	89	84	87	90	95	94					13	6,755
	DIFF	-3	-12	-11	-14	-12	-12	-11	-14	-10	-13	-12	-11	-13	5	-1					-1	
02	SCHOOL	88	88	88	96	92	79	96	88	88	92	79	75	79	79	79					13	24
	SYSTEM	89	94	88	88	88	88	86	89	91	87	88	90	93	93	94					13	5,642
	DIFF	-1	-6	0	8	4	-9	10	-1	-3	5	-9	-15	-14	-14	-15					0	
03	SCHOOL	87	89	87	89	87	89	83	85	83	91	87	85	81	89	83	93	93			15	54
	SYSTEM	90	88	90	88	89	89	86	87	93	91	87	89	86	91	87	93	93			15	5,128
	DIFF	-3	1	-3	1	-2	0	-3	-2	-10	0	0	-4	-5	-2	-4	0	0			0	
04	SCHOOL	87	91	100	93	100	96	82	87	89	84	91	87	98	96	98					14	45
	SYSTEM	93	93	92	93	92	93	90	92	92	92	92	92	93	92	94					14	4,854
	DIFF	-6	-2	8	0	8	3	-8	-5	-3	-8	-1	-5	5	4	4					0	
05	SCHOOL	100	98	98	92	90	92	90	100	98	100	90	92	90	94	96	94	96	98	98	18	51
	SYSTEM	94	94	94	93	94	94	94	93	94	94	93	94	93	93	92	93	93	94	94	18	4,382
	DIFF	6	4	4	-1	-4	-2	-4	7	4	6	-3	-2	-3	1	4	1	3	4	4	0	

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HERNDON ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87

MATHEMATICS

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	92	88	91	89	91	83	85	82	80	95	85									10	66
	SYSTEM	98	95	94	94	94	95	94	93	92	96	87									10	5,905
	DIFF	-6	-7	-3	-5	-3	-12	-9	-11	-12	-1	-2									0	
01	SCHOOL	98	99	96	88	86	85	78	80	80	82	83	79								10	92
	SYSTEM	98	98	96	93	92	91	87	88	88	90	90	91								11	6,772
	DIFF	0	1	0	-5	-6	-6	-9	-8	-8	-8	-7	-12								-1	
02	SCHOOL	96	96	83	96	92	88	96	96	92	92	92	88	79	79	75					13	24
	SYSTEM	97	96	93	93	91	92	93	95	92	96	95	95	93	92	90					14	5,655
	DIFF	-1	0	-10	3	1	-4	3	1	0	-4	-3	-7	-14	-13	-15					-1	
03	SCHOOL	94	93	83	91	91	91	87	81	85	85	80	89	87	91	87	89	94			15	54
	SYSTEM	94	94	91	93	89	89	88	89	92	90	88	89	90	90	89	88	88			15	5,138
	DIFF	0	-1	-8	-2	2	2	-1	-8	-7	-5	-8	0	-3	1	-2	1	6			0	
04	SCHOOL	100	100	100	100	93	89	91	100	100	100	87	89	89	89	91	76				15	45
	SYSTEM	94	92	95	93	91	90	92	93	91	92	89	91	92	91	90	88				15	4,860
	DIFF	6	8	5	7	2	-1	-1	7	9	8	-2	-2	-3	-2	1	-12				0	
05	SCHOOL	98	100	92	90	92	88	86	84	86	96	90	88	94	88	90	98	92			16	51
	SYSTEM	94	94	93	92	93	92	92	90	91	93	89	91	91	89	90	87	87			15	4,389
	DIFF	4	6	-1	-2	-1	-4	-6	-6	-5	3	1	-3	3	-1	0	11	5			1	

7/08/87 HERNDON ELEMENTARY SCHOOL

1986-87 Progression Status Report

Grades K - 7

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	46	69.7	3	4.5	17	25.8	66
	System	5,256	86.9	91	1.5	703	11.6	6,050
01	School	65	69.1	1	1.1	28	29.8	94
	System	5,471	80.2	260	3.8	1,093	16.0	6,824
02	School	35	77.8	3	6.7	7	15.6	45
	System	4,773	84.7	309	5.5	550	9.8	5,632
03	School	44	78.6	1	1.8	11	19.6	56
	System	4,239	80.9	268	5.1	734	14.0	5,241
04	School	39	84.8	4	8.7	3	6.5	46
	System	4,379	89.0	277	5.6	263	5.3	4,919
05	School	42	80.8	9	17.3	1	1.9	52
	System	4,136	92.2	220	4.9	129	2.9	4,485